



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

GADSDEN INDEPENDENT SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

GADSDEN INDEPENDENT SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	21	100
Schools in School Improvement	3	14
Schools in Corrective Action	3	14
Schools in Restructuring	8	38

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

2007-2008 STUDENT DEMOGRAPHICS*

	GADSDEN INDEPENDENT		STATE WIDE	
	Number	Percent	Number	Percent
Female	6650	48.2	157911	48.9
Male	7161	51.8	165190	51.1
Caucasian	440	3.2	95275	29.5
African-American	30	0.2	8424	2.6
Hispanic	13309	96.4	17918	55.5
Asian/Pacific Islander	24	0.2	4441	1.4
American Indian	8	0.1	35780	11.1
English Language Learners	6985	50.6	59903	18.5
Students with Disabilities	1852	13.4	48691	15.1
Free/Reduced Lunch Program	13811	100.0	205601	63.6
Migrant	143	1.0	616	0.2

*Source: STARS 120th day submission to Public Education Department.

Adequate Yearly Progress**STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ANTHONY ELEMENTARY	AYP Not Met	SI-1	BERINO ELEMENTARY	AYP Not Met	SI-1
CHAPARRAL ELEMENTARY	AYP Not Met	CA	CHAPARRAL HIGH	AYP Not Met	SI-1
CHAPARRAL MIDDLE	AYP Not Met	R-2	DESERT PRIDE ACADEMY	AYP Not Met	CA
DESERT TRAILS ELEM	AYP Not Met	R-1	DESERT VIEW ELEM	Meets AYP	Progressing
GADSDEN HIGH	AYP Not Met	R-1	GADSDEN MIDDLE	AYP Not Met	R-2
LA UNION ELEMENTARY	AYP Not Met	Progressing	LOMA LINDA ELEM	AYP Not Met	R-1
MESQUITE ELEMENTARY	AYP Not Met	R-2	RIVERSIDE ELEMENTARY	AYP Not Met	Progressing
SAN MIGUEL ELEM	AYP Not Met	Progressing	SANTA TERESA ELEM	Meets AYP	Progressing
SANTA TERESA HIGH	AYP Not Met	R-1	SANTA TERESA MIDDLE	AYP Not Met	R-2
SUNLAND PARK ELEM	AYP Not Met	CA	SUNRISE ELEMENTARY	Meets AYP	Progressing
VADO ELEMENTARY	AYP Not Met	Progressing			

ESEA ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	48.7	63.4	***	48.1	***	***	48.7	46.8	18.2	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	47.4	66.7	***	46.7	***	***	47.4	38.0	11.7	
District Wide-Grades 11	Reading Proficiency	56	39.7	60.0	***	39.1	***	***	39.7	16.9	6.3	
ANTHONY ELEMENTARY	Reading Proficiency	55	36.9	***	***	36.8	***	***	36.9	33.6	15.2	
BERINO ELEMENTARY	Reading Proficiency	55	43.1	***	***	43.0	***	***	43.1	43.4	9.1	
CHAPARRAL ELEMENTARY	Reading Proficiency	55	33.9	14.3	***	35.9	***	***	33.9	36.0	2.7	
CHAPARRAL HIGH	Reading Proficiency	56	49.3	63.6	***	48.1	***	***	49.3	22.2	17.7	
CHAPARRAL MIDDLE	Reading Proficiency	56	42.1	54.6	***	41.3	***	***	41.9	34.8	2.5	
DESERT PRIDE ACADEMY	Reading Proficiency	56	26.3	***	***	26.3	***	***	26.3	10.0	***	
DESERT TRAILS ELEM	Reading Proficiency	55	46.8	77.8	***	44.1	***	***	46.8	42.4	20.6	
DESERT VIEW ELEM	Reading Proficiency	55	56.4	***	***	56.2	***	***	56.9	56.9	10.0	
GADSDEN HIGH	Reading Proficiency	56	40.0	***	***	40.0	***	***	39.8	15.1	3.2	
GADSDEN MIDDLE	Reading Proficiency	56	48.9	76.9	***	48.4	***	***	48.9	39.3	8.8	
LA UNION ELEMENTARY	Reading Proficiency	55	49.6	85.7	***	45.5	***	***	49.6	40.0	30.8	
LOMA LINDA ELEM	Reading Proficiency	55	37.3	***	***	37.3	***	***	37.3	31.1	21.9	
MESQUITE ELEMENTARY	Reading Proficiency	55	48.2	***	***	48.2	***	***	48.2	45.4	3.7	
RIVERSIDE ELEMENTARY	Reading Proficiency	55	44.5	***	***	44.5	***	***	44.5	43.2	12.5	
SAN MIGUEL ELEM	Reading Proficiency	55	48.9	***	***	48.3	***	***	48.9	45.8	22.9	
SANTA TERESA ELEM	Reading Proficiency	55	70.5	93.8	***	68.4	***	***	70.5	59.9	50.0	
SANTA TERESA HIGH	Reading Proficiency	56	39.9	***	***	39.1	***	***	39.9	17.9	4.2	
SANTA TERESA MIDDLE	Reading Proficiency	56	58.7	>98.0	***	57.8	***	***	58.8	47.8	22.0	
SUNLAND PARK ELEM	Reading Proficiency	55	41.2	***	***	41.2	***	***	41.2	42.2	9.5	
SUNRISE ELEMENTARY	Reading Proficiency	55	55.5	***	***	55.1	***	***	55.5	54.7	8.7	
VADO ELEMENTARY	Reading Proficiency	55	48.7	***	***	48.5	***	***	48.7	44.4	26.9	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	44.6	53.7	***	44.3	***	***	44.6	44.2	20.9	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	31.0	50.6	***	30.4	***	***	31.0	23.5	6.3	
District Wide-Grades 11	Math Proficiency	40	20.1	35.0	***	19.6	***	***	20.1	7.1	<2.0	
ANTHONY ELEMENTARY	Math Proficiency	41	48.4	***	***	48.0	***	***	48.4	45.3	21.2	
BERINO ELEMENTARY	Math Proficiency	41	35.4	***	***	35.2	***	***	35.4	37.3	12.1	
CHAPARRAL ELEMENTARY	Math Proficiency	41	36.4	21.4	***	38.0	***	***	36.4	38.5	29.7	
CHAPARRAL HIGH	Math Proficiency	40	20.4	18.2	***	20.2	***	***	20.4	8.3	5.9	
CHAPARRAL MIDDLE	Math Proficiency	35	19.5	31.8	***	18.7	***	***	19.7	15.6	5.0	
DESERT PRIDE ACADEMY	Math Proficiency	40	5.3	***	***	5.3	***	***	5.3	<2.0	***	
DESERT TRAILS ELEM	Math Proficiency	41	39.6	44.4	***	38.9	***	***	39.6	36.7	17.7	
DESERT VIEW ELEM	Math Proficiency	41	55.1	***	***	55.4	***	***	55.2	56.9	20.0	

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School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
GADSDEN HIGH	Math Proficiency	40	21.9	***	***	21.6	***	***	21.7	5.6	<2.0	
GADSDEN MIDDLE	Math Proficiency	35	34.5	30.8	***	34.5	***	***	34.3	24.4	4.4	
LA UNION ELEMENTARY	Math Proficiency	41	46.7	78.6	***	43.0	***	***	46.7	44.7	30.8	
LOMA LINDA ELEM	Math Proficiency	41	34.7	***	***	34.7	***	***	34.7	33.3	21.9	
MESQUITE ELEMENTARY	Math Proficiency	41	38.1	***	***	38.0	***	***	38.1	37.0	3.7	
RIVERSIDE ELEMENTARY	Math Proficiency	41	32.0	***	***	32.0	***	***	32.0	32.1	6.3	
SAN MIGUEL ELEM	Math Proficiency	41	39.0	***	***	37.9	***	***	39.0	35.9	8.6	
SANTA TERESA ELEM	Math Proficiency	41	62.0	>98.0	***	58.7	***	***	62.0	54.0	40.0	
SANTA TERESA HIGH	Math Proficiency	40	20.9	***	***	20.1	***	***	20.9	8.9	<2.0	
SANTA TERESA MIDDLE	Math Proficiency	35	34.6	83.3	***	33.7	***	***	34.6	24.9	8.5	
SUNLAND PARK ELEM	Math Proficiency	41	34.1	***	***	34.1	***	***	34.1	38.2	9.5	
SUNRISE ELEMENTARY	Math Proficiency	41	41.1	***	***	40.9	***	***	41.1	41.2	4.4	
VADO ELEMENTARY	Math Proficiency	41	43.7	***	***	43.4	***	***	43.7	41.4	23.1	
All Students-Grade K-5	Attendance Rate	92	98.0	97.6	***	98.0	***	***	98.0	98.0	97.7	
All Students-Grades 6, 7 & 8	Attendance Rate	92	96.3	95.2	***	96.3	***	***	96.3	96.2	95.6	
ANTHONY ELEMENTARY	Attendance Rate	92	97.7	***	***	97.7	***	***	97.7	97.7	97.8	
BERINO ELEMENTARY	Attendance Rate	92	97.2	***	***	97.1	***	***	97.2	97.1	97.3	
CHAPARRAL ELEMENTARY	Attendance Rate	92	97.0	96.1	***	97.1	***	***	97.0	97.1	96.8	
CHAPARRAL MIDDLE	Attendance Rate	92	93.3	94.2	***	93.3	***	***	93.3	93.2	91.6	
DESERT TRAILS ELEM	Attendance Rate	92	97.4	96.4	***	97.5	***	***	97.4	97.5	96.7	
DESERT VIEW ELEM	Attendance Rate	92	97.4	***	***	97.4	***	***	97.4	97.4	97.4	
GADSDEN MIDDLE	Attendance Rate	92	96.0	96.4	***	96.0	***	***	96.0	95.8	95.7	
LA UNION ELEMENTARY	Attendance Rate	92	98.9	99.2	***	98.8	***	***	98.9	98.9	98.4	
LOMA LINDA ELEM	Attendance Rate	92	98.6	***	***	98.6	***	***	98.6	98.7	98.7	
MESQUITE ELEMENTARY	Attendance Rate	92	98.5	***	***	98.5	***	***	98.5	98.5	98.1	
RIVERSIDE ELEMENTARY	Attendance Rate	92	97.8	***	***	97.8	***	***	97.8	97.8	97.6	
SAN MIGUEL ELEM	Attendance Rate	92	97.5	***	***	97.5	***	***	97.5	97.5	97.2	
SANTA TERESA ELEM	Attendance Rate	92	98.6	98.4	***	98.6	***	***	98.6	98.7	98.2	
SANTA TERESA MIDDLE	Attendance Rate	92	96.4	95.1	***	96.5	***	***	96.4	96.3	96.1	
SUNLAND PARK ELEM	Attendance Rate	92	97.8	***	***	97.8	***	***	97.8	97.8	98.0	
SUNRISE ELEMENTARY	Attendance Rate	92	98.5	***	***	98.5	***	***	98.5	98.5	98.0	
VADO ELEMENTARY	Attendance Rate	92	97.8	***	***	97.8	***	***	97.8	97.8	98.1	
All Students in Grade 12	Graduation Rate	90	89.4	93.3	***	89.2	***	***	89.4	81.6	95.1	
CHAPARRAL HIGH	Graduation Rate	90	.	.	***	.	***	***	.	.	.	
DESERT PRIDE ACADEMY	Graduation Rate	90	94.9	***	***	95.8	***	***	94.9	95.1	***	

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School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
GADSDEN HIGH	Graduation Rate	90	87.6	***	***	87.0	***	***	87.6	74.0	91.1
HOMEBOUND/HOSPITAL	Graduation Rate	90	.	***	***	***	***	***	***	***	***
SANTA TERESA HIGH	Graduation Rate	90	88.7	***	***	88.7	***	***	89.1	81.1	97.0

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2007-08 school year. The assessments were administered during March 2008. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3rd Grade	READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	533	14	45	35	6	99	533	12	43	39	5	99	533	6	56	36	1
Male	99	550	9	42	36	13	99	550	14	39	42	6	99	550	6	55	36	1
Caucasian	94	35	9	51	14	20	91	35	3	29	43	17	94	35	6	71	17	0
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	1,044	12	43	36	9	100	1,044	13	41	40	5	99	1,044	6	55	37	1
Asian	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	100	117	5	15	41	38	98	117	5	16	62	15	97	117	3	45	44	4
ELL ³	100	874	11	42	38	8	100	874	14	42	39	5	99	874	6	52	41	1
FRLP ⁴	99	1,082	12	43	35	9	99	1,082	13	41	41	5	99	1,082	6	56	36	1
Migrant	100	15	7	33	47	13	100	15	13	40	40	7	100	15	0	40	60	0
All 2007-08	99	1,083	12	43	35	9	99	1,083	13	41	41	5	99	1,083	6	56	36	1
All 2006-07	100	1,051	10	43	36	10	99	1,051	15	41	38	5	100	1,051	6	54	38	2
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	499	9	42	40	8	100	499	7	35	52	6	99	499	1	40	54	4
Male	100	521	5	38	44	13	99	521	7	34	55	3	100	521	2	39	54	4
Caucasian	100	29	14	48	24	14	100	29	17	41	38	3	100	29	3	59	38	0
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	100	986	7	40	42	11	99	986	7	34	54	5	100	986	2	39	55	4
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	99	99	4	13	41	40	98	99	2	23	63	10	98	99	3	23	59	13
ELL ³	100	795	6	40	43	11	99	795	5	34	55	5	99	795	1	35	58	5
FRLP ⁴	100	1,018	7	40	42	11	100	1,018	7	34	54	5	100	1,018	2	40	54	4
Migrant	100	20	0	35	60	5	100	20	0	25	60	15	100	20	0	10	80	10
All 2007-08	100	1,020	7	40	42	11	100	1,020	7	34	54	5	100	1,020	2	40	54	4
All 2006-07	100	1,042	9	43	38	11	100	1,042	12	37	43	8	100	1,042	3	40	51	6
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	490	6	43	43	8	100	490	5	35	48	12	100	490	1	39	56	4
Male	100	531	4	36	47	13	100	531	6	31	50	13	99	530	2	40	51	6
Caucasian	100	31	16	48	32	3	100	31	16	52	29	3	100	31	3	58	35	3
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	984	4	39	46	11	100	984	5	32	50	13	99	983	2	38	54	5
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	99	108	4	11	44	41	98	108	0	15	54	30	97	108	2	16	66	14
ELL ³	100	849	4	37	47	12	100	849	5	32	50	14	100	848	2	37	55	6
FRLP ⁴	100	1,020	5	39	45	11	100	1,020	5	33	49	13	100	1,019	2	39	53	5
Migrant	100	10	0	40	50	10	100	10	0	30	60	10	100	10	0	30	70	0
All 2007-08	100	1,021	5	39	45	11	100	1,021	5	33	49	13	100	1,020	2	39	53	5
All 2006-07	100	1,026	7	44	38	11	100	1,026	4	27	54	15	100	1,026	2	33	58	6
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	476	7	37	45	12	100	476	3	28	56	13	100	476	0	15	68	16
Male	100	527	3	29	52	16	100	527	3	26	59	12	100	527	0	19	61	19
Caucasian	100	26	23	19	50	8	100	26	12	31	46	12	100	26	4	35	46	15
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	974	4	33	49	14	100	974	3	27	58	12	100	974	0	17	65	17
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	112	5	8	32	54	100	112	0	6	55	38	100	112	1	9	46	44
ELL ³	100	750	3	27	53	17	100	750	2	23	60	14	100	750	0	13	66	20
FRLP ⁴	100	1,002	5	32	49	14	100	1,002	3	27	58	12	100	1,002	0	17	65	17
Migrant	100	13	0	54	31	15	100	13	0	31	46	23	100	13	0	23	46	31
All 2007-08	100	1,003	5	33	49	14	100	1,003	3	27	58	12	100	1,003	0	17	65	17
All 2006-07	100	1,036	3	30	51	16	100	1,034	3	22	56	19	99	1,034	0	21	63	14
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	491	5	42	43	10	100	491	3	24	54	18	99	491	1	21	58	19
Male	100	533	4	41	39	15	99	533	4	21	52	22	98	533	1	22	57	19
Caucasian	97	34	15	47	32	3	94	34	15	26	38	15	94	34	6	47	38	3
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	988	4	41	41	13	100	988	3	23	54	20	99	988	1	21	58	20
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	99	116	3	7	38	52	98	116	1	3	35	59	98	116	1	3	34	60
ELL ³	100	738	2	37	46	16	100	738	1	18	56	25	99	738	0	13	62	24
FRLP ⁴	100	1,023	5	41	41	13	100	1,023	3	23	53	20	99	1,023	1	21	57	19
Migrant	100	14	7	64	21	7	100	14	0	29	64	7	100	14	0	21	71	7
All 2007-08	100	1,024	5	41	41	13	100	1,024	3	23	53	20	99	1,024	1	21	57	19
All 2006-07	100	1,112	7	40	42	11	100	1,110	4	20	51	24	100	1,110	1	18	58	23
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	541	4	58	34	4	99	541	5	30	50	14	99	541	0	20	60	19
Male	99	560	5	49	37	8	98	560	6	29	47	16	99	560	1	23	59	17
Caucasian	98	44	9	66	20	2	95	44	14	43	27	11	100	44	0	50	43	7
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	1,053	4	53	36	6	99	1,053	5	29	49	15	99	1,053	0	20	60	18
Asian	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	100	118	3	10	58	29	99	118	3	8	35	54	98	119	1	8	50	39
ELL ³	99	754	2	45	44	8	99	754	2	23	55	19	99	754	0	12	63	23
FRLP ⁴	99	1,098	5	54	35	6	99	1,098	6	30	48	15	99	1,099	0	22	60	17
Migrant	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
All 2007-08	99	1,101	5	54	35	6	99	1,101	6	30	48	15	99	1,101	0	22	60	18
All 2006-07	100	1,122	2	49	38	11	100	1,119	4	26	53	17	100	1,118	0	21	65	14
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

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11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	456	3	42	39	16	99	456	0	18	52	30	99	444	0	17	75	8
Male	97	496	3	30	43	22	98	496	3	18	40	37	98	487	0	21	67	10
Caucasian	88	25	8	44	20	16	88	25	4	28	32	24	88	24	0	38	50	0
Black	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Hispanic	99	919	3	35	42	19	99	919	2	17	46	34	99	899	0	18	72	9
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
SWD ²	98	124	1	5	37	55	97	124	0	1	23	73	97	124	0	2	63	32
ELL ³	99	392	2	16	50	31	98	392	1	7	42	49	99	372	0	6	77	17
FRLP ⁴	98	950	3	36	41	19	99	950	2	18	46	33	99	929	0	19	71	9
Migrant	***	5	***	***	***	***	***	5	***	***	***	***	***	3	***	***	***	***
All 2007-08	98	952	3	36	41	19	99	952	2	18	46	33	99	931	0	19	71	9
All 2006-07	98	886	3	31	41	23	97	889	1	15	52	29	***	7	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

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School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Castillo, Daniel	9
Ford, Craig	27
Huerta, Manuela	9
Saez, Maria	26
Viramontes, Jennifer	34

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	62,796,428	64
Instructional Support Services	35,370,272	36
Students	10,406,734	29
Instruction	4,273,768	12
General Administration	983,121	3
School Administration	5,927,081	17
Central Services	2,385,328	7
Operations & Maintenance	11,305,597	32
Student Transportation	88,644	<1
Non-Instructional Support	28,244	<1
Food Services	0	0
Community Services	28,244	100
Capital Outlay	0	0
Total Expenditures	98,194,944	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	7.4%
Low Poverty Schools	4.2%	N/A

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	1018	67.2	32.4	7.4
ANTHONY ELEMENTARY	53	84.9	15.1	2.7
BERINO ELEMENTARY	53	66.0	34.0	0.0
CHAPARRAL ELEMENTARY	60	80.0	20.0	0.0
CHAPARRAL HIGH	50	66.0	34.0	4.7
CHAPARRAL MIDDLE	40	77.5	22.5	17.2
DESERT PRIDE ACADEMY	13	61.5	38.5	1.8
DESERT TRAILS ELEM	47	53.2	46.8	2.5
DESERT VIEW ELEM	40	80.0	15.0	7.4
GADSDEN HIGH	124	62.1	37.9	6.8
GADSDEN MIDDLE	66	72.7	27.3	4.4
LA MESA ELEMENTARY	4	75.0	25.0	***
LA UNION ELEMENTARY	27	59.3	40.7	0.0
LOMA LINDA ELEM	40	52.5	47.5	10.6
MESQUITE ELEMENTARY	40	52.5	47.5	1.7
RIVERSIDE ELEMENTARY	52	61.5	36.5	0.8
SAN MIGUEL ELEM	35	68.6	31.4	2.3
SANTA TERESA ELEM	42	78.6	19.0	26.5
SANTA TERESA HIGH	72	54.2	45.8	7.5
SANTA TERESA MIDDLE	51	66.7	33.3	15.4
SUNLAND PARK ELEM	38	68.4	31.6	1.3
SUNRISE ELEMENTARY	40	75.0	25.0	42.5
VADO ELEMENTARY	40	75.0	25.0	5.1

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2008)

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- Q1. My child is safe at school.
 Q2. My child's school building is in good repair and has sufficient space to support quality education.
 Q3. My child's school holds high expectations for academic achievement.
 Q4. School personnel encourage me to participate in my child's education.
 Q5. The school offers adequate access to up-to-date computers and technologies.
 Q6. School staff maintains consistent discipline, which is conducive to learning.
 Q7. My child has an adequate choice of school-sponsored extracurricular activities.
 Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
 Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE TOTALS	1	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	1055	1998	302	79	284	121	27.5	52.0	7.9	2.1	7.4	3.2
DISTRICT WIDE TOTALS	2	1386	1932	248	104	102	67	36.1	50.3	6.5	2.7	2.7	1.7
DISTRICT WIDE TOTALS	3	1078	2167	238	61	196	99	28.1	56.4	6.2	1.6	5.1	2.6
DISTRICT WIDE TOTALS	4	1122	2146	284	69	106	112	29.2	55.9	7.4	1.8	2.8	2.9
DISTRICT WIDE TOTALS	5	977	2117	332	88	247	78	25.4	55.1	8.6	2.3	6.4	2.0
DISTRICT WIDE TOTALS	6	1084	2255	213	73	147	67	28.2	58.7	5.5	1.9	3.8	1.7
DISTRICT WIDE TOTALS	7	772	1886	525	159	349	148	20.1	49.1	13.7	4.1	9.1	3.9
DISTRICT WIDE TOTALS	8	1369	2074	158	47	79	112	35.7	54.0	4.1	1.2	2.1	2.9
DISTRICT WIDE TOTALS	9	985	2218	190	55	280	111	25.7	57.8	4.9	1.4	7.3	2.9
DISTRICT WIDE TOTALS	10	1269	2055	250	74	87	104	33.1	53.5	6.5	1.9	2.3	2.7
ANTHONY ELEMENTARY	1	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	2	0	0	2	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	3	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	4	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	5	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	6	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0

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 Q5. The school offers adequate access to up-to-date computers and technologies.
 Q6. School staff maintains consistent discipline, which is conducive to learning.
 Q7. My child has an adequate choice of school-sponsored extracurricular activities.
 Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
 Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
ANTHONY ELEMENTARY	7	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	8	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	9	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
ANTHONY ELEMENTARY	10	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
BERINO ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CHAPARRAL ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CHAPARRAL HIGH	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHAPARRAL HIGH	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAPARRAL MIDDLE	1	13	24	3	0	10	0	26.0	48.0	6.0	0.0	20.0	0.0
CHAPARRAL MIDDLE	2	12	33	4	0	0	1	24.0	66.0	8.0	0.0	0.0	2.0
CHAPARRAL MIDDLE	3	12	29	6	1	1	1	24.0	58.0	12.0	2.0	2.0	2.0
CHAPARRAL MIDDLE	4	12	32	5	1	0	0	24.0	64.0	10.0	2.0	0.0	0.0
CHAPARRAL MIDDLE	5	11	34	2	1	0	2	22.0	68.0	4.0	2.0	0.0	4.0
CHAPARRAL MIDDLE	6	14	32	0	2	2	0	28.0	64.0	0.0	4.0	4.0	0.0
CHAPARRAL MIDDLE	7	10	28	4	2	4	2	20.0	56.0	8.0	4.0	8.0	4.0
CHAPARRAL MIDDLE	8	13	32	1	1	1	2	26.0	64.0	2.0	2.0	2.0	4.0
CHAPARRAL MIDDLE	9	11	30	4	1	4	0	22.0	60.0	8.0	2.0	8.0	0.0
CHAPARRAL MIDDLE	10	21	23	3	1	2	0	42.0	46.0	6.0	2.0	4.0	0.0

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 Q7. My child has an adequate choice of school-sponsored extracurricular activities.
 Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
 Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
DESERT PRIDE ACADEMY	1	43	44	1	1	3	6	43.9	44.9	1.0	1.0	3.1	6.1
DESERT PRIDE ACADEMY	2	38	42	7	8	1	2	38.8	42.9	7.1	8.2	1.0	2.0
DESERT PRIDE ACADEMY	3	42	39	1	1	6	9	42.9	39.8	1.0	1.0	6.1	9.2
DESERT PRIDE ACADEMY	4	37	49	3	0	2	7	37.8	50.0	3.1	0.0	2.0	7.1
DESERT PRIDE ACADEMY	5	35	49	5	1	5	3	35.7	50.0	5.1	1.0	5.1	3.1
DESERT PRIDE ACADEMY	6	43	43	4	0	2	6	43.9	43.9	4.1	0.0	2.0	6.1
DESERT PRIDE ACADEMY	7	25	40	13	9	6	5	25.5	40.8	13.3	9.2	6.1	5.1
DESERT PRIDE ACADEMY	8	37	52	0	1	2	6	37.8	53.1	0.0	1.0	2.0	6.1
DESERT PRIDE ACADEMY	9	44	44	2	0	4	4	44.9	44.9	2.0	0.0	4.1	4.1
DESERT PRIDE ACADEMY	10	44	46	2	0	0	6	44.9	46.9	2.0	0.0	0.0	6.1
DESERT TRAILS ELEM	1	151	102	20	0	6	0	54.1	36.6	7.2	0.0	2.2	0.0
DESERT TRAILS ELEM	2	221	47	0	11	0	0	79.2	16.8	0.0	3.9	0.0	0.0
DESERT TRAILS ELEM	3	101	150	5	0	16	7	36.2	53.8	1.8	0.0	5.7	2.5
DESERT TRAILS ELEM	4	92	120	27	6	30	4	33.0	43.0	9.7	2.2	10.8	1.4
DESERT TRAILS ELEM	5	51	51	150	21	6	0	18.3	18.3	53.8	7.5	2.2	0.0
DESERT TRAILS ELEM	6	126	151	0	0	2	0	45.2	54.1	0.0	0.0	0.7	0.0
DESERT TRAILS ELEM	7	1	0	201	27	50	0	0.4	0.0	72.0	9.7	17.9	0.0
DESERT TRAILS ELEM	8	151	101	6	1	0	20	54.1	36.2	2.2	0.4	0.0	7.2
DESERT TRAILS ELEM	9	102	100	20	0	51	6	36.6	35.8	7.2	0.0	18.3	2.2
DESERT TRAILS ELEM	10	228	50	0	0	0	1	81.7	17.9	0.0	0.0	0.0	0.4
DESERT VIEW ELEM	1	92	161	22	6	12	1	31.3	54.8	7.5	2.0	4.1	0.3
DESERT VIEW ELEM	2	96	158	25	3	7	5	32.7	53.7	8.5	1.0	2.4	1.7
DESERT VIEW ELEM	3	91	160	16	7	11	9	31.0	54.4	5.4	2.4	3.7	3.1
DESERT VIEW ELEM	4	96	159	22	3	6	8	32.7	54.1	7.5	1.0	2.0	2.7
DESERT VIEW ELEM	5	75	183	21	4	7	4	25.5	62.2	7.1	1.4	2.4	1.4
DESERT VIEW ELEM	6	88	175	15	3	12	1	29.9	59.5	5.1	1.0	4.1	0.3

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
DESERT VIEW ELEM	7	67	178	25	12	5	7	22.8	60.5	8.5	4.1	1.7	2.4
DESERT VIEW ELEM	8	75	191	8	0	9	11	25.5	65.0	2.7	0.0	3.1	3.7
DESERT VIEW ELEM	9	75	184	9	4	13	9	25.5	62.6	3.1	1.4	4.4	3.1
DESERT VIEW ELEM	10	97	171	17	3	4	2	33.0	58.2	5.8	1.0	1.4	0.7
GADSDEN HIGH	1	11	46	7	3	8	7	13.4	56.1	8.5	3.7	9.8	8.5
GADSDEN HIGH	2	12	42	12	8	3	5	14.6	51.2	14.6	9.8	3.7	6.1
GADSDEN HIGH	3	13	54	6	2	2	5	15.9	65.9	7.3	2.4	2.4	6.1
GADSDEN HIGH	4	7	46	14	7	4	4	8.5	56.1	17.1	8.5	4.9	4.9
GADSDEN HIGH	5	9	44	11	9	5	4	11.0	53.7	13.4	11.0	6.1	4.9
GADSDEN HIGH	6	15	44	10	3	4	6	18.3	53.7	12.2	3.7	4.9	7.3
GADSDEN HIGH	7	18	52	4	0	4	4	22.0	63.4	4.9	0.0	4.9	4.9
GADSDEN HIGH	8	19	47	7	4	2	3	23.2	57.3	8.5	4.9	2.4	3.7
GADSDEN HIGH	9	10	45	14	3	4	6	12.2	54.9	17.1	3.7	4.9	7.3
GADSDEN HIGH	10	29	40	6	1	1	5	35.4	48.8	7.3	1.2	1.2	6.1
GADSDEN MIDDLE	1	79	257	101	42	75	6	14.1	45.9	18.0	7.5	13.4	1.1
GADSDEN MIDDLE	2	68	288	115	46	28	15	12.1	51.4	20.5	8.2	5.0	2.7
GADSDEN MIDDLE	3	89	328	70	20	43	10	15.9	58.6	12.5	3.6	7.7	1.8
GADSDEN MIDDLE	4	96	327	73	17	20	27	17.1	58.4	13.0	3.0	3.6	4.8
GADSDEN MIDDLE	5	92	332	48	20	49	19	16.4	59.3	8.6	3.6	8.8	3.4
GADSDEN MIDDLE	6	83	355	52	20	37	13	14.8	63.4	9.3	3.6	6.6	2.3
GADSDEN MIDDLE	7	108	345	38	17	44	8	19.3	61.6	6.8	3.0	7.9	1.4
GADSDEN MIDDLE	8	115	323	66	13	29	14	20.5	57.7	11.8	2.3	5.2	2.5
GADSDEN MIDDLE	9	83	339	41	17	61	19	14.8	60.5	7.3	3.0	10.9	3.4
GADSDEN MIDDLE	10	156	316	36	18	18	16	27.9	56.4	6.4	3.2	3.2	2.9
LA UNION ELEMENTARY	1	50	53	5	2	3	5	42.4	44.9	4.2	1.7	2.5	4.2
LA UNION ELEMENTARY	2	55	60	2	1	0	0	46.6	50.8	1.7	0.8	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
LA UNION ELEMENTARY	3	45	61	1	3	2	6	38.1	51.7	0.8	2.5	1.7	5.1
LA UNION ELEMENTARY	4	40	64	4	4	0	6	33.9	54.2	3.4	3.4	0.0	5.1
LA UNION ELEMENTARY	5	44	66	2	3	2	1	37.3	55.9	1.7	2.5	1.7	0.8
LA UNION ELEMENTARY	6	43	61	5	3	1	5	36.4	51.7	4.2	2.5	0.8	4.2
LA UNION ELEMENTARY	7	36	62	7	2	5	6	30.5	52.5	5.9	1.7	4.2	5.1
LA UNION ELEMENTARY	8	47	52	8	3	2	6	39.8	44.1	6.8	2.5	1.7	5.1
LA UNION ELEMENTARY	9	43	62	7	1	3	2	36.4	52.5	5.9	0.8	2.5	1.7
LA UNION ELEMENTARY	10	42	57	6	4	3	6	35.6	48.3	5.1	3.4	2.5	5.1
LOMA LINDA ELEM	1	101	244	23	6	36	20	23.5	56.7	5.3	1.4	8.4	4.7
LOMA LINDA ELEM	2	123	265	20	3	15	4	28.6	61.6	4.7	0.7	3.5	0.9
LOMA LINDA ELEM	3	96	258	28	6	29	13	22.3	60.0	6.5	1.4	6.7	3.0
LOMA LINDA ELEM	4	110	274	26	5	10	5	25.6	63.7	6.0	1.2	2.3	1.2
LOMA LINDA ELEM	5	101	253	26	14	32	4	23.5	58.8	6.0	3.3	7.4	0.9
LOMA LINDA ELEM	6	96	275	30	9	17	3	22.3	64.0	7.0	2.1	4.0	0.7
LOMA LINDA ELEM	7	86	214	57	31	35	7	20.0	49.8	13.3	7.2	8.1	1.6
LOMA LINDA ELEM	8	151	246	8	8	4	13	35.1	57.2	1.9	1.9	0.9	3.0
LOMA LINDA ELEM	9	85	279	15	7	36	8	19.8	64.9	3.5	1.6	8.4	1.9
LOMA LINDA ELEM	10	101	261	28	8	14	18	23.5	60.7	6.5	1.9	3.3	4.2
MESQUITE ELEMENTARY	1	97	172	10	2	32	23	28.9	51.2	3.0	0.6	9.5	6.8
MESQUITE ELEMENTARY	2	132	183	8	3	8	2	39.3	54.5	2.4	0.9	2.4	0.6
MESQUITE ELEMENTARY	3	125	177	14	0	15	5	37.2	52.7	4.2	0.0	4.5	1.5
MESQUITE ELEMENTARY	4	142	165	9	1	7	12	42.3	49.1	2.7	0.3	2.1	3.6
MESQUITE ELEMENTARY	5	113	181	6	0	34	2	33.6	53.9	1.8	0.0	10.1	0.6
MESQUITE ELEMENTARY	6	124	177	10	2	20	3	36.9	52.7	3.0	0.6	6.0	0.9
MESQUITE ELEMENTARY	7	95	153	33	9	32	14	28.3	45.5	9.8	2.7	9.5	4.2
MESQUITE ELEMENTARY	8	143	180	7	0	4	2	42.6	53.6	2.1	0.0	1.2	0.6

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MESQUITE ELEMENTARY	9	114	204	3	0	13	2	33.9	60.7	0.9	0.0	3.9	0.6
MESQUITE ELEMENTARY	10	93	179	36	11	13	4	27.7	53.3	10.7	3.3	3.9	1.2
NORTH VALLEY ELEMENTARY	1	60	146	7	1	13	8	25.5	62.1	3.0	0.4	5.5	3.4
NORTH VALLEY ELEMENTARY	2	148	76	4	0	4	3	63.0	32.3	1.7	0.0	1.7	1.3
NORTH VALLEY ELEMENTARY	3	72	131	8	1	17	6	30.6	55.7	3.4	0.4	7.2	2.6
NORTH VALLEY ELEMENTARY	4	71	129	22	2	5	6	30.2	54.9	9.4	0.9	2.1	2.6
NORTH VALLEY ELEMENTARY	5	67	126	10	3	27	2	28.5	53.6	4.3	1.3	11.5	0.9
NORTH VALLEY ELEMENTARY	6	73	124	17	1	15	5	31.1	52.8	7.2	0.4	6.4	2.1
NORTH VALLEY ELEMENTARY	7	42	114	27	8	28	16	17.9	48.5	11.5	3.4	11.9	6.8
NORTH VALLEY ELEMENTARY	8	98	120	8	1	7	1	41.7	51.1	3.4	0.4	3.0	0.4
NORTH VALLEY ELEMENTARY	9	64	134	9	2	16	10	27.2	57.0	3.8	0.9	6.8	4.3
NORTH VALLEY ELEMENTARY	10	83	127	10	4	5	6	35.3	54.0	4.3	1.7	2.1	2.6
RIVERSIDE ELEMENTARY	1	87	222	30	11	28	10	22.4	57.2	7.7	2.8	7.2	2.6
RIVERSIDE ELEMENTARY	2	97	252	17	9	10	3	25.0	64.9	4.4	2.3	2.6	0.8
RIVERSIDE ELEMENTARY	3	92	233	40	8	13	2	23.7	60.1	10.3	2.1	3.4	0.5
RIVERSIDE ELEMENTARY	4	101	234	34	8	5	6	26.0	60.3	8.8	2.1	1.3	1.5
RIVERSIDE ELEMENTARY	5	83	247	25	3	29	1	21.4	63.7	6.4	0.8	7.5	0.3
RIVERSIDE ELEMENTARY	6	99	225	31	10	14	9	25.5	58.0	8.0	2.6	3.6	2.3
RIVERSIDE ELEMENTARY	7	68	201	42	18	39	20	17.5	51.8	10.8	4.6	10.1	5.2
RIVERSIDE ELEMENTARY	8	133	215	14	6	4	16	34.3	55.4	3.6	1.5	1.0	4.1
RIVERSIDE ELEMENTARY	9	88	231	30	8	20	11	22.7	59.5	7.7	2.1	5.2	2.8
RIVERSIDE ELEMENTARY	10	101	231	40	6	4	6	26.0	59.5	10.3	1.5	1.0	1.5
SANTA TERESA ELEM	1	80	90	19	0	1	3	41.5	46.6	9.8	0.0	0.5	1.6
SANTA TERESA ELEM	2	116	76	1	0	0	0	60.1	39.4	0.5	0.0	0.0	0.0
SANTA TERESA ELEM	3	87	96	2	0	2	6	45.1	49.7	1.0	0.0	1.0	3.1
SANTA TERESA ELEM	4	87	96	5	0	2	3	45.1	49.7	2.6	0.0	1.0	1.6

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SANTA TERESA ELEM	5	81	89	2	0	6	15	42.0	46.1	1.0	0.0	3.1	7.8
SANTA TERESA ELEM	6	75	104	0	3	3	8	38.9	53.9	0.0	1.6	1.6	4.1
SANTA TERESA ELEM	7	50	83	25	5	13	17	25.9	43.0	13.0	2.6	6.7	8.8
SANTA TERESA ELEM	8	95	86	4	1	0	7	49.2	44.6	2.1	0.5	0.0	3.6
SANTA TERESA ELEM	9	67	103	3	1	8	11	34.7	53.4	1.6	0.5	4.1	5.7
SANTA TERESA ELEM	10	65	104	8	6	2	8	33.7	53.9	4.1	3.1	1.0	4.1
SANTA TERESA HIGH	1	8	28	5	1	4	2	16.7	58.3	10.4	2.1	8.3	4.2
SANTA TERESA HIGH	2	11	25	8	1	3	0	22.9	52.1	16.7	2.1	6.3	0.0
SANTA TERESA HIGH	3	9	23	7	3	4	2	18.8	47.9	14.6	6.3	8.3	4.2
SANTA TERESA HIGH	4	6	23	12	2	3	2	12.5	47.9	25.0	4.2	6.3	4.2
SANTA TERESA HIGH	5	9	22	4	3	4	6	18.8	45.8	8.3	6.3	8.3	12.5
SANTA TERESA HIGH	6	6	24	9	4	3	2	12.5	50.0	18.8	8.3	6.3	4.2
SANTA TERESA HIGH	7	9	30	4	0	3	2	18.8	62.5	8.3	0.0	6.3	4.2
SANTA TERESA HIGH	8	10	26	7	1	3	1	20.8	54.2	14.6	2.1	6.3	2.1
SANTA TERESA HIGH	9	8	21	8	0	7	4	16.7	43.8	16.7	0.0	14.6	8.3
SANTA TERESA HIGH	10	15	26	3	0	3	1	31.3	54.2	6.3	0.0	6.3	2.1
SANTA TERESA MIDDLE	1	15	44	9	1	6	4	19.0	55.7	11.4	1.3	7.6	5.1
SANTA TERESA MIDDLE	2	12	55	8	1	2	1	15.2	69.6	10.1	1.3	2.5	1.3
SANTA TERESA MIDDLE	3	14	58	5	0	0	2	17.7	73.4	6.3	0.0	0.0	2.5
SANTA TERESA MIDDLE	4	12	52	7	1	0	7	15.2	65.8	8.9	1.3	0.0	8.9
SANTA TERESA MIDDLE	5	17	44	8	2	7	1	21.5	55.7	10.1	2.5	8.9	1.3
SANTA TERESA MIDDLE	6	15	51	10	1	2	0	19.0	64.6	12.7	1.3	2.5	0.0
SANTA TERESA MIDDLE	7	15	42	3	1	7	11	19.0	53.2	3.8	1.3	8.9	13.9
SANTA TERESA MIDDLE	8	20	46	6	1	5	1	25.3	58.2	7.6	1.3	6.3	1.3
SANTA TERESA MIDDLE	9	17	52	3	1	5	1	21.5	65.8	3.8	1.3	6.3	1.3
SANTA TERESA MIDDLE	10	18	47	8	2	2	2	22.8	59.5	10.1	2.5	2.5	2.5

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
SUNLAND PARK ELEM	1	57	104	16	2	16	2	28.9	52.8	8.1	1.0	8.1	1.0
SUNLAND PARK ELEM	2	61	104	9	5	9	9	31.0	52.8	4.6	2.5	4.6	4.6
SUNLAND PARK ELEM	3	48	109	11	5	15	9	24.4	55.3	5.6	2.5	7.6	4.6
SUNLAND PARK ELEM	4	65	116	5	2	6	3	33.0	58.9	2.5	1.0	3.0	1.5
SUNLAND PARK ELEM	5	54	115	5	2	15	6	27.4	58.4	2.5	1.0	7.6	3.0
SUNLAND PARK ELEM	6	47	126	8	6	7	3	23.9	64.0	4.1	3.0	3.6	1.5
SUNLAND PARK ELEM	7	43	81	15	8	27	23	21.8	41.1	7.6	4.1	13.7	11.7
SUNLAND PARK ELEM	8	92	95	1	1	2	6	46.7	48.2	0.5	0.5	1.0	3.0
SUNLAND PARK ELEM	9	54	106	7	4	15	11	27.4	53.8	3.6	2.0	7.6	5.6
SUNLAND PARK ELEM	10	50	103	12	6	9	17	25.4	52.3	6.1	3.0	4.6	8.6
SUNRISE ELEMENTARY	1	111	258	24	1	31	24	24.7	57.5	5.3	0.2	6.9	5.3
SUNRISE ELEMENTARY	2	183	226	6	5	12	17	40.8	50.3	1.3	1.1	2.7	3.8
SUNRISE ELEMENTARY	3	140	260	18	4	20	7	31.2	57.9	4.0	0.9	4.5	1.6
SUNRISE ELEMENTARY	4	146	259	16	10	6	12	32.5	57.7	3.6	2.2	1.3	2.7
SUNRISE ELEMENTARY	5	133	280	7	2	19	8	29.6	62.4	1.6	0.4	4.2	1.8
SUNRISE ELEMENTARY	6	136	286	12	6	6	3	30.3	63.7	2.7	1.3	1.3	0.7
SUNRISE ELEMENTARY	7	98	261	27	10	47	6	21.8	58.1	6.0	2.2	10.5	1.3
SUNRISE ELEMENTARY	8	168	261	7	5	5	3	37.4	58.1	1.6	1.1	1.1	0.7
SUNRISE ELEMENTARY	9	120	281	15	6	20	7	26.7	62.6	3.3	1.3	4.5	1.6
SUNRISE ELEMENTARY	10	124	273	35	4	7	6	27.6	60.8	7.8	0.9	1.6	1.3
VADO ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

Elementary & Secondary Act District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the STARS 120th day Staff file submission for the 2007-08 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).